



# STARS

Student Tracking and Reporting System

**Electronic Elementary  
Report Card  
PILOT**

**Point-of-Contact (POC)  
Mark Entry Guide  
eSIS v 10.1  
Version 1**

**Updated on:  
January 12, 2009**



**Electronic Elementary Report Card  
PILOT  
Point of Contact  
Mark Entry Guide**

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## **Electronic Elementary Report Card PILOT Point of Contact Mark Entry Guide**

### **Overview**

For the remainder of SY 2008/09 (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> terms), select schools will have the option to capture elementary student marks in DC STARS and generate electronic report cards for elementary students. Elementary schools and Education Campuses can take part in this pilot and have their teachers enter elementary report card marks directly into DC STARS.

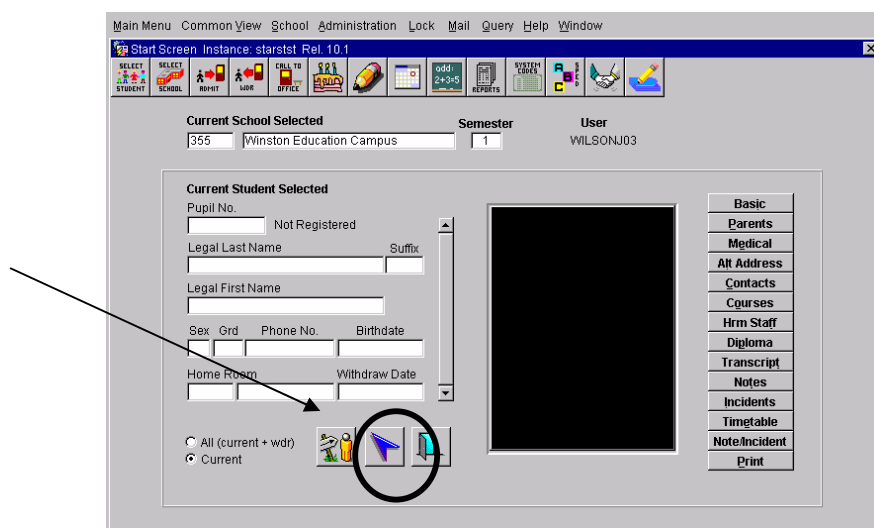
### **Objective**

The purpose of this guide is to assist the users with entering Elementary School student marks into DCSTARS. This will allow the schools to produce electronic report cards for each student.

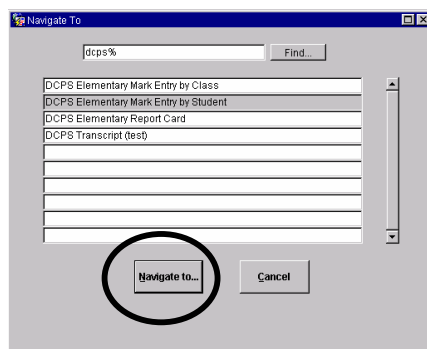
## Entering Marks for a Student

At the end of a marking period, marks will be entered into DC STARS for every student. The point-of-contacts have the ability to enter marks in each subject area and skill levels for every student. Follow these simple steps to enter the marks in DC STARS:

1. Select the blue **Navigation** button. This will open the **Navigate To** window.



2. In the Navigate to window, type **dcps%** in the find field, and select the **Find** button. This will list all modules beginning with DCPS.



3. Select the DCPS Elementary Mark Entry by Student by clicking the title, and select the **Navigate to** button.



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2. In the **Select Home Room** window, select the homeroom teacher by clicking on the homeroom name, and click the **Select** button

Home Room	Teacher	Room	Sem	Term
6001	Burton, Michele	8003	1	0
7001	Cutts, Melissa	7001	1	0
7002	Scudder, Samuel	7002	1	0
7003	Renwick, Jacqueline	7003	1	0
8001	Houston, Irian	8001	1	0
8002	Lewis, Gertie	8002	1	0
B227	Sneed, Stephanie	B227	1	0
B358	Berry, Tamara	B358	1	0
L150	Bryan, Maureen	L150	1	0
L357	Davis, Georgia	L357	1	0
M151	Matthew, Scheryle	M151	1	0
N151	Laury, Brenda	N150	1	0

Select

3. In the Mark Entry Screen, use the dropdown menu to select the **Reporting Term** for entering marks.

Reporting term

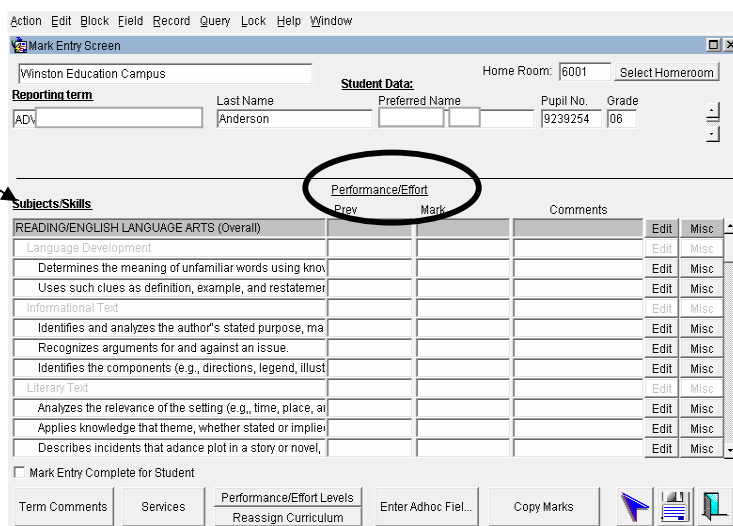
ADV 1-YR  
ADV 2-YR  
ADV 3 -YR  
JUNE MARKS-YR  
Average ADV - 1,2,3

Home Room: 6001

**NOTE:** The selected Home Room is displayed.

The name of the first student in the homeroom will appear in alphabetical order.

Each of the Subject/Skills level for the student's report card is listed under the Performance/Effort section.



Winston Education Campus

Home Room: 6001 Select Homeroom

Reporting term: ADV

Student Data: Last Name: Anderson, Preferred Name: , Pupil No.: 9239254, Grade: 06

Performance/Effort

Subjects/Skills

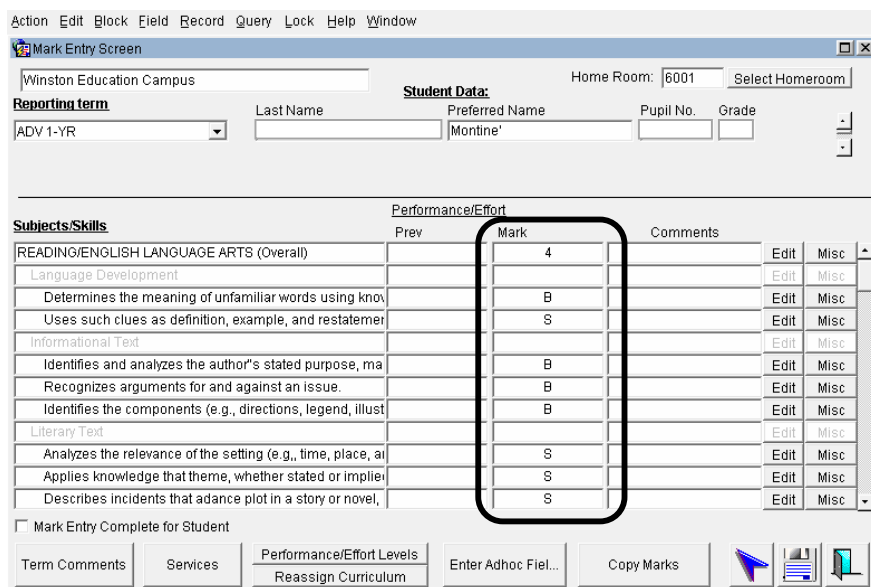
Subjects/Skills	Prev	Mark	Comments	Edit	Misc
READING/ENGLISH LANGUAGE ARTS (Overall)				Edit	Misc
Language Development				Edit	Misc
Determines the meaning of unfamiliar words using know				Edit	Misc
Uses such clues as definition, example, and restatement				Edit	Misc
Informational Text				Edit	Misc
Identifies and analyzes the author's stated purpose, ma				Edit	Misc
Recognizes arguments for and against an issue.				Edit	Misc
Identifies the components (e.g., directions, legend, illust				Edit	Misc
Literary Text				Edit	Misc
Analyzes the relevance of the setting (e.g., time, place, ai				Edit	Misc
Applies knowledge that theme, whether stated or implie				Edit	Misc
Describes incidents that advance plot in a story or novel,				Edit	Misc

Mark Entry Complete for Student

Term Comments Services Performance/Effort Levels Reassign Curriculum Enter Adhoc Fiel... Copy Marks

Use the up/down arrows to scroll to each student in the homeroom.

4. Enter the student's mark in the **Mark** column for each Subject/Skill level.



Winston Education Campus

Home Room: 6001 Select Homeroom

Reporting term: ADV 1-YR

Student Data: Last Name: , Preferred Name: Montine, Pupil No.: , Grade:

Performance/Effort

Subjects/Skills

Subjects/Skills	Prev	Mark	Comments	Edit	Misc
READING/ENGLISH LANGUAGE ARTS (Overall)		4		Edit	Misc
Language Development		B		Edit	Misc
Determines the meaning of unfamiliar words using know		S		Edit	Misc
Uses such clues as definition, example, and restatement				Edit	Misc
Informational Text		B		Edit	Misc
Identifies and analyzes the author's stated purpose, ma		B		Edit	Misc
Recognizes arguments for and against an issue.		B		Edit	Misc
Identifies the components (e.g., directions, legend, illust				Edit	Misc
Literary Text				Edit	Misc
Analyzes the relevance of the setting (e.g., time, place, ai		S		Edit	Misc
Applies knowledge that theme, whether stated or implie		S		Edit	Misc
Describes incidents that advance plot in a story or novel,		S		Edit	Misc

Mark Entry Complete for Student

Term Comments Services Performance/Effort Levels Reassign Curriculum Enter Adhoc Fiel... Copy Marks

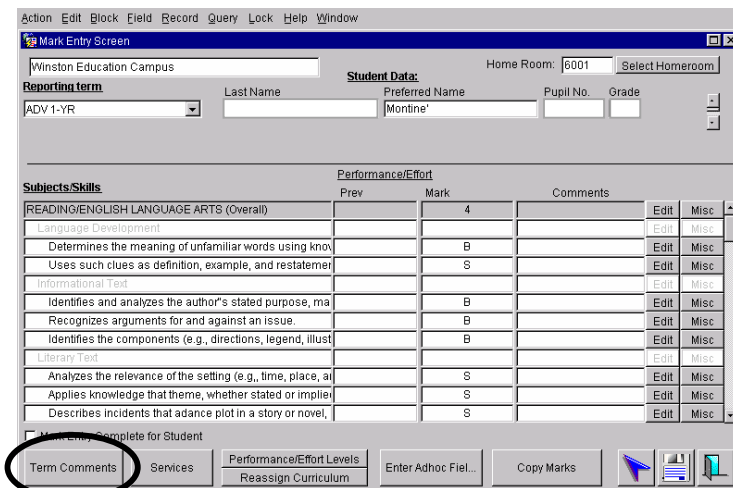
5. If the user inserts an invalid mark, an **Invalid Mark** message will appear at the lower left corner of the screen.

Invalid Mark

6. Select the **Save** button  to save your work.

### Entering Comments for a Student

7. To enter student comments, click the **Term Comments** button.



Mark Entry Screen

Winston Education Campus

Home Room: 6001

Reporting term: ADV 1-YR

Last Name: [Empty]

Preferred Name: Montine

Pupil No.: [Empty]

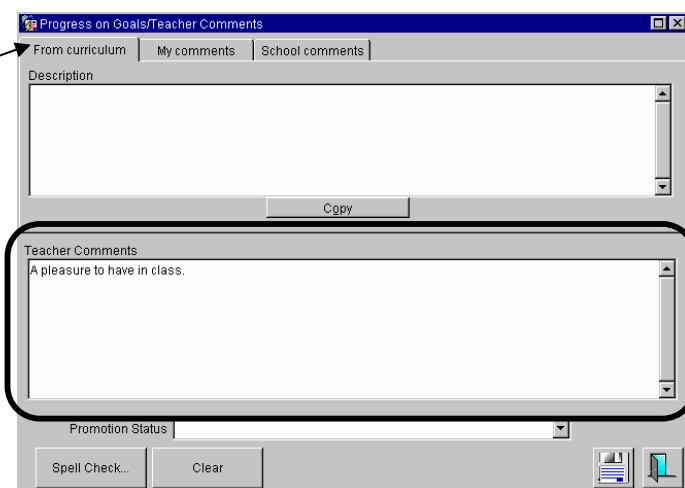
Grade: [Empty]

Subjects/Skills	Performance/Effort		Comments	Edit	Misc
	Prev	Mark			
READING/ENGLISH LANGUAGE ARTS (Overall)		4		Edit	Misc
Language Development				Edit	Misc
Determines the meaning of unfamiliar words using know		B		Edit	Misc
Uses such clues as definition, example, and restatement		S		Edit	Misc
Informational Text				Edit	Misc
Identifies and analyzes the author's stated purpose, ma		B		Edit	Misc
Recognizes arguments for and against an issue.		B		Edit	Misc
Identifies the components (e.g., directions, legend, illust		B		Edit	Misc
Literary Text				Edit	Misc
Analyzes the relevance of the setting (e.g., time, place, al		S		Edit	Misc
Applies knowledge that theme, whether stated or implic		S		Edit	Misc
Describes incidents that advance plot in a story or novel,		S		Edit	Misc

Term Comments Services Performance/Effort Levels Enter Adhoc Fiel... Copy Marks

8. Type the student comments in the **Teacher Comments** free-form text field.

Note: Enter teacher comments on the **From Curriculum** tab.



Progress on Goals/Teacher Comments

From curriculum My comments School comments

Description


Cgpy


Teacher Comments


A pleasure to have in class.

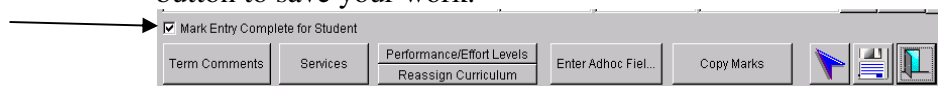
Promotion Status

Spell Check... Clear

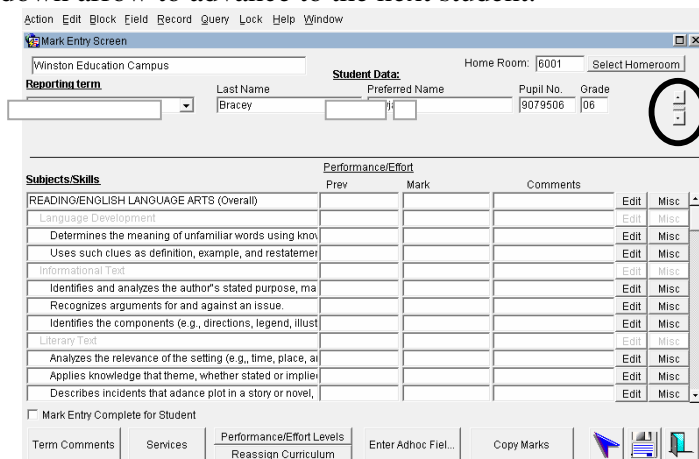
- 8.1 Click the **Save** button  to save the comments.

- 8.2 Click the door icon  to return to the Mark Entry screen.

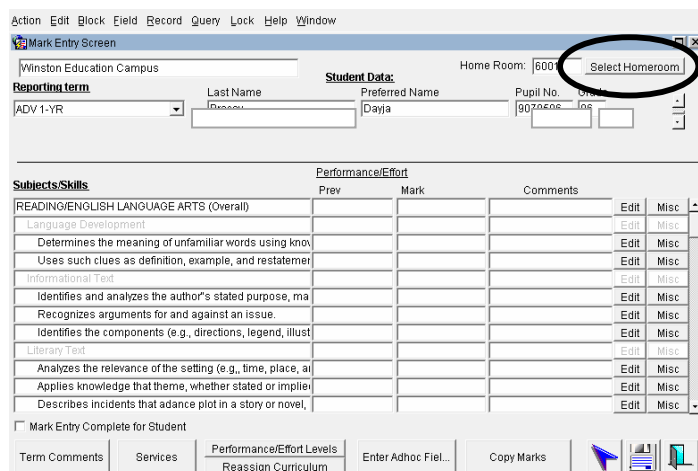
11. After all entries (marks and comments) are entered for a student's report card, check the **Mark Entry Complete for Student** checkbox and click the Save  button to save your work.



12. Use the down arrow to advance to the next student.



13. Repeat steps 4-12 until all of the students have received marks/comments for the Reporting Term.
14. After all marks are entered for each student, select the next homeroom by clicking the **Select Homeroom** button. This will open the **Select Home Room** window (as shown in step 2). Repeat steps 2-14 until all homerooms are complete.

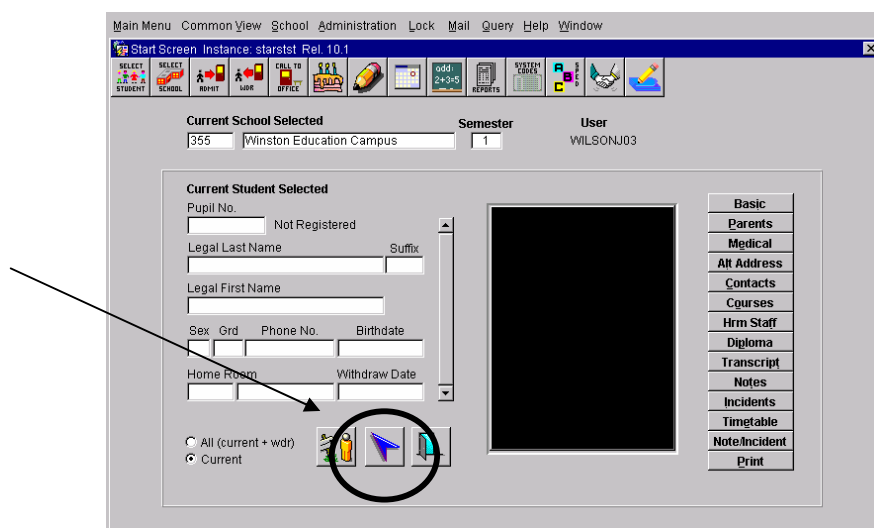




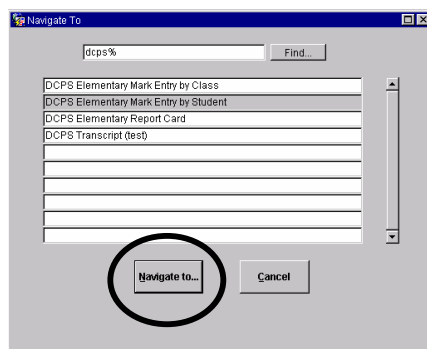
## Entering Marks by Class

Entering marks by class gives the user the ability to enter marks for each student in the homeroom at one time for each subject or skill area. Follow these simple steps to enter the marks for each student in a class.

1. Select the blue **Navigation** button. This will open the **Navigate To** window.



2. In the **Navigate to** window, type **dcps%** in the find field, and select the **Find** button. This will list all modules beginning with DCPS.



3. Select the **DCPS Elementary Mark Entry by Student** by clicking the title, and select the **Navigate to** button.



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4. In the **Select Home Room** window, select the homeroom teacher by clicking on the homeroom name, and click the **Select** button to open the Elementary Mark Entry by Class screen.

Home Room	Teacher	Room	Sem	Term
6001	Burton, Michele	8003	1	0
7001	Cutts, Melissa	7001	1	0
7002	Scudder, Samuel	7002	1	0
7003	Renwick, Jacqueline	7003	1	0
8001	Houston, Irian	8001	1	0
8002	Lewis, Gertie	8002	1	0
B227	Sneed, Stephanie	B227	1	0
B358	Berry, Tamara	B358	1	0
L150	Bryan, Maureen	L150	1	0
L357	Davis, Georgia	L357	1	0
M151	Matthew, Scheryle	M151	1	0
N151	Laury, Brenda	N150	1	0

Select

5. In the Elementary Mark Entry by Class screen, use the dropdown menu to select the **Reporting Term** for entering marks.

Reporting Term

ADV 1-YR

ADV 2-YR

ADV 3-YR

JUNE MARKS-YR

Average ADV - 1,2,3

Home Room: 6001 Select Homeroom

Grade: Gr. 06 -

Subject/Skills: Undefined Model

Pupil Number	Pupil Name	Prev	Mark	Comments	Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc

Mark Entry Complete for Class

Term Comments Services Performance/Effort Levels Copy Marks

**NOTE:** The selected Home Room is displayed.



6. Select the grade level of the homeroom in the **Grade** column.

Elementary Mark Entry by class

Winston Education Campus

Reporting Term: ADV 1-YR

Home Room: 6001 Select Homeroom

Grade: Gr. 06-

Subject/Skills: READING/ENGLISH LANGUAGE ARTS (Overall)

Language Development

Determines the meaning of unfamiliar words using knowlec

Uses such clues as definition, example, and restatement to

Informational Text

Identifies and analyzes the author's stated purpose, main id

Pupil Number	Pupil Name	Prev	Mark	Comments	Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc
					Edit	Misc

☐ Mark Entry Complete for Class

Term Comments Services Performance/Effort Levels Copy Marks

After selecting the grade level, a list of subject/skill entries will populate the **Subject/Skills** section.

7. Select the **Subject/Skill** for entering marks for each student in the selected homeroom. The list of students' names and pupil number will appear.

Elementary Mark Entry by class

Winston Education Campus

Reporting Term: ADV 1-YR

Home Room: 6001 Select Homeroom

Grade: Gr. 06-

Subject/Skills: READING/ENGLISH LANGUAGE ARTS (Overall)

Language Development

Determines the meaning of unfamiliar words using knowlec

Uses such clues as definition, example, and restatement to

Informational Text

Identifies and analyzes the author's stated purpose, main id

Pupil Number	Pupil Name	Prev	Mark	Comments	Edit	Misc
	Anderson, Montine				Edit	Misc
	Bracey, Dayja				Edit	Misc
	Brooks, Bryana				Edit	Misc
	Brown, Armonnie				Edit	Misc
	Chloe, Stephan				Edit	Misc
	Croom, Alexis				Edit	Misc
	Drummond, Ann				Edit	Misc
	Eason, Esley				Edit	Misc
	Felder, Armiene				Edit	Misc
	Forde, Kellie				Edit	Misc
	Gaines, Chaquille				Edit	Misc

☐ Mark Entry Complete for Class

Term Comments Services Performance/Effort Levels Copy Marks



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8. Enter each student's mark in the **Mark** column for the selected **Subject/Skill** area.

Winston Education Campus Home Room: 6001 Select Homeroom

Reporting Term: ADV 1-YR Grade: Gr. 06 - Subject/Skills: READING/ENGLISH LANGUAGE ARTS (Overall)

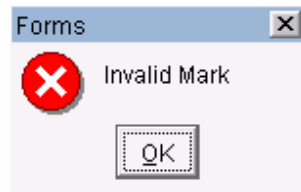
Language Development  
Determines the meaning of unfamiliar words using knowledge  
Uses such clues as definition, example, and restatement to  
Informational Text  
Identifies and analyzes the author's stated purpose. main id

Pupil Number	Pupil Name	Performance/Effort		Comments	Edit	Misc
		Prev	Mark			
	Anderson, Montine'		4		Edit	Misc
	Bracey, Dayja		3		Edit	Misc
	Brooks, Bryana		4		Edit	Misc
	Brown, Armonnie		3		Edit	Misc
	Chloe, Stephan		2		Edit	Misc
	Croom, Alexis		1		Edit	Misc
	Drummond, Ann		4		Edit	Misc
	Eason, Esley		3		Edit	Misc
	Fielder, Armiene		2		Edit	Misc
	Forde, Kellie		1		Edit	Misc
	Gaines, Chaquille		4		Edit	Misc


☐ Mark Entry Complete for Class

Term Comments Services Performance/Effort Levels Copy Marks

If the user inserts an invalid mark, an **Invalid Mark** message will appear.



Select **OK** and proceed to enter the correct letter/number mark for the students.

9. Select the **Save** button  to save your work.
10. Select the next **Subject/Skills** area for entry of marks by clicking on the next description.



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*Note: Under READING/ENGLISH LANGUAGE ARTS (Overall), there are numerous skill levels under Language Development.*

Winston Education Campus Home Room: 6001 Select Homeroom

Reporting Term: ADV 1-YR Grade: Gr. 06 - Subject/Skills: READING/ENGLISH LANGUAGE ARTS (Overall), Language Development


Students:

Pupil Number	Pupil Name	Performance/Effort	Prev	Mark	Comments	Edit	Misc
	Anderson, Montine'			S		Edit	Misc
	Bracey, Dayja			S		Edit	Misc
	Brooks, Bryana			S		Edit	Misc
	Brown, Amonnie			S		Edit	Misc
	Chloe, Stephan			B		Edit	Misc
	Croom, Alexis			B		Edit	Misc
	Drummond, Ann			B		Edit	Misc
	Eason, Esley			B		Edit	Misc
	Fielder, Armiene			B		Edit	Misc
	Forde, Kellie			B		Edit	Misc
	Gaines, Chaquille			B		Edit	Misc

☐ Mark Entry Complete for Class

Term Comments Services Performance/Effort Levels Copy Marks

11. Repeat steps 8-9 until all of the marks are entered for each student per Subject/Skill level.

12. After all marks for the class are entered in the **Subject/Skills** section, check the **Mark Entry Complete for Student** checkbox and click the Save  button to save your work.

☒ Mark Entry Complete for Student

Term Comments Services Performance/Effort Levels Enter Adhoc Fiel... Copy Marks



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Select the next homeroom by clicking the **Select Homeroom** button.

Elementary Mark Entry by class  
Winston Education Campus  
Home Room: 6001 **Select Homeroom**

Reporting Term: ADV 1-YR

Grade: Gr. 06 - Subject/Skills: READING/ENGLISH LANGUAGE ARTS (Overall)  
Language Development  
Determines the meaning of unfamiliar words using knowledge  
Uses such clues as definition, example, and restatement to  
Informational Text  
Identifies and analyzes the author's stated purpose, main idea

Pupil Number	Pupil Name	Performance/Effort		Comments	Edit	Misc
		Prev	Mark			
	Anderson, Montine'		4		Edit	Misc
	Bracey, Dayja		3		Edit	Misc
	Brooks, Bryana		4		Edit	Misc
	Brown, Armonnie		3		Edit	Misc
	Chloe, Stephan		2		Edit	Misc
	Croom, Alexis		1		Edit	Misc
	Drummond, Ann		4		Edit	Misc
	Eason, Esley		3		Edit	Misc
	Fielder, Armiene		2		Edit	Misc
	Forde, Kellie		1		Edit	Misc
	Gaines, Chaquille		4		Edit	Misc

Complete for Class

Term Comments Services Performance/Effort Levels Copy Marks

This will open the Select Home Room window. Repeat steps 4-12 until mark entries for all homerooms are complete.

### *Entering Comments*

13. To enter a comment for each student, click the student's pupil number (this ensures that the correct comment will be entered for the selected student) and select the **Term Comments** button.

Elementary Mark Entry by class  
Winston Education Campus  
Home Room: 6001 Select Homeroom

Reporting Term: ADV 1-YR

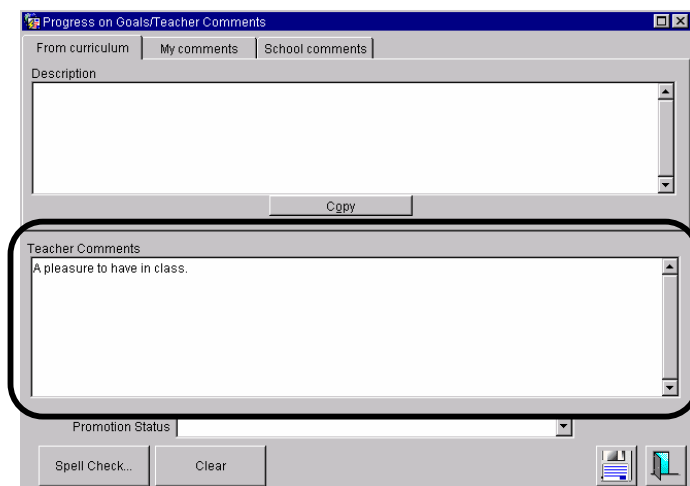
Grade: Gr. 06 - Subject/Skills: READING/ENGLISH LANGUAGE ARTS (Overall)  
Language Development  
Determines the meaning of unfamiliar words using knowledge  
Uses such clues as definition, example, and restatement to  
Informational Text  
Identifies and analyzes the author's stated purpose, main idea


Pupil Number	Pupil Name	Performance/Effort		Comments	Edit	Misc
		Prev	Mark			
999999	Anderson, Montine'		4		Edit	Misc
	Bracey, Dayja		3		Edit	Misc
	Brooks, Bryana		4		Edit	Misc
	Brown, Armonnie		3		Edit	Misc
	Chloe, Stephan		2		Edit	Misc
	Croom, Alexis		1		Edit	Misc
	Drummond, Ann		4		Edit	Misc
	Eason, Esley		3		Edit	Misc
	Fielder, Armiene		2		Edit	Misc
	Forde, Kellie		1		Edit	Misc
	Gaines, Chaquille		4		Edit	Misc


Mark Entry Complete for Class

**Term Comments** Services Performance/Effort Levels Copy Marks

14. Type the student comments in the **Teacher Comments** free-form text field.



11.1 Click the **Save**  button to save the student comments and

11.2. Click the door  to return to the Mark Entry screen.

15. From the **DCPS Elementary Mark Entry by Class** screen, select a different student by clicking the pupil number and continue entering Teacher Comments.
16. Select **Term Comments** as discussed in Step 13, and repeat steps 13-16 until all teacher comments are entered for each student.

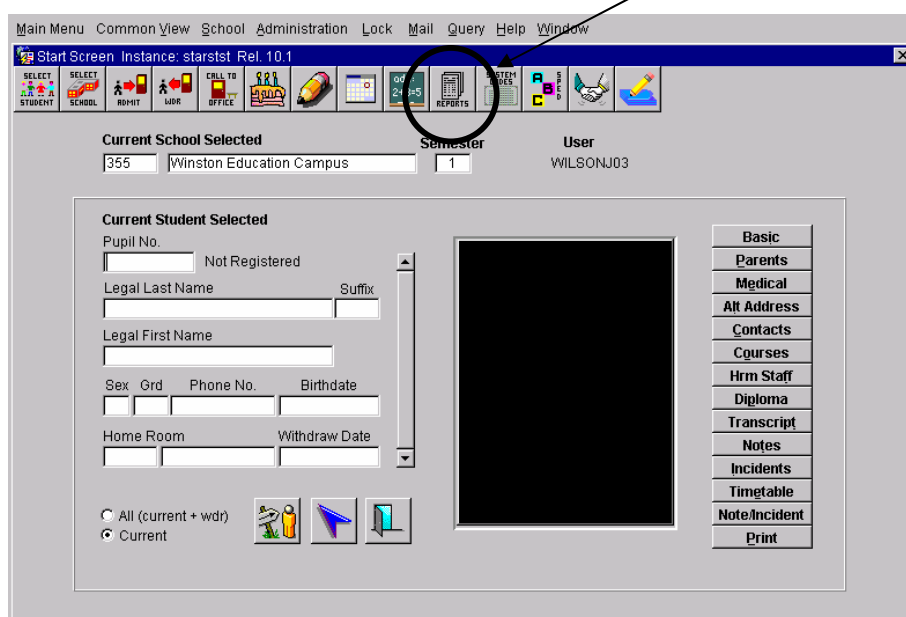


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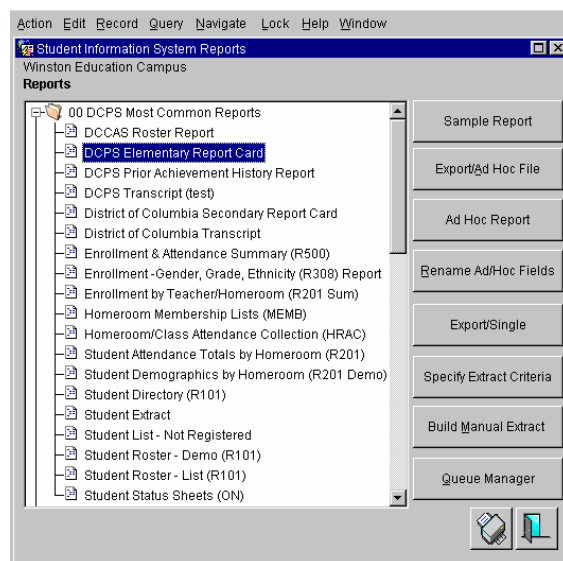
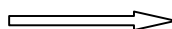
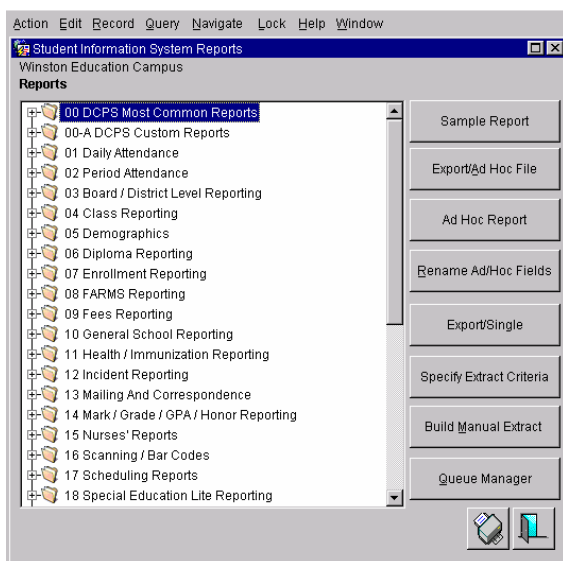
## Point of Contact Mark Entry Guide

### Printing Report Cards

To print Elementary School report cards, click the **Reports** button.



In the reports window, expand the **00 DCPS Most Common Reports** folder and select **DCPS Elementary Report Card** by double clicking the option.



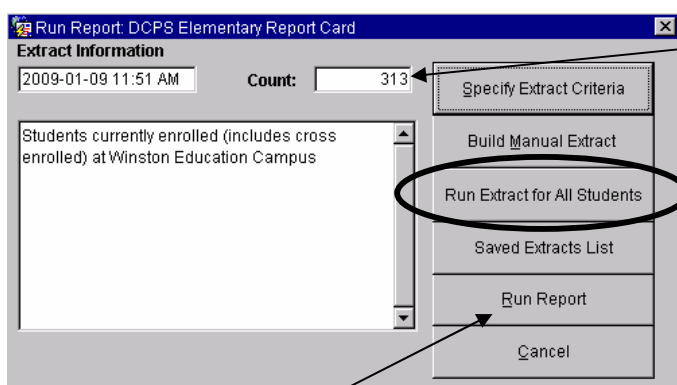




## Electronic Elementary Report Card PILOT Point of Contact Mark Entry Guide

The Run Report window will appear.

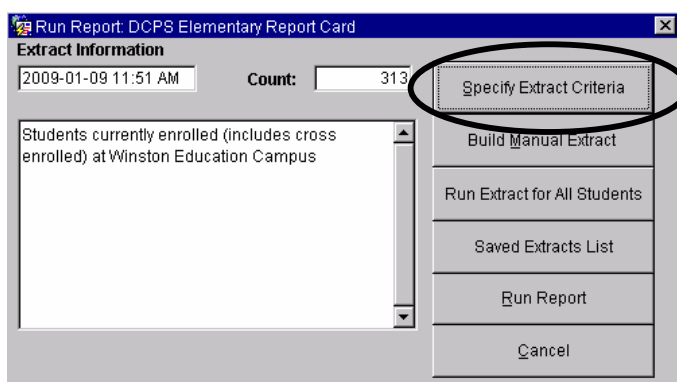
***FOR ELEMENTARY SCHOOLS:*** Click the **Run Extract for All Students** button to retrieve a count for all students.



The total count of students within the school will be generated in the **Count** window.

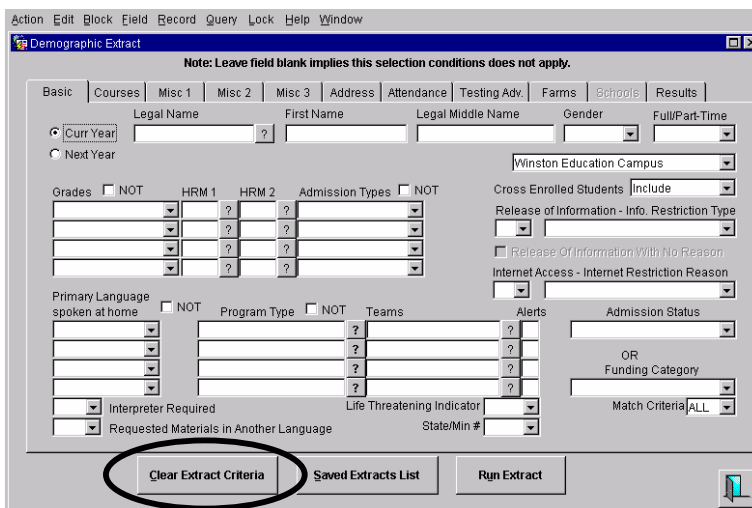
Click the **Run Report** button to begin the process of creating Elementary Report Cards for all students.

***FOR EDUCATION CAMPUS:*** Click the **Specify Extract Criteria** button to ONLY select elementary grade students.



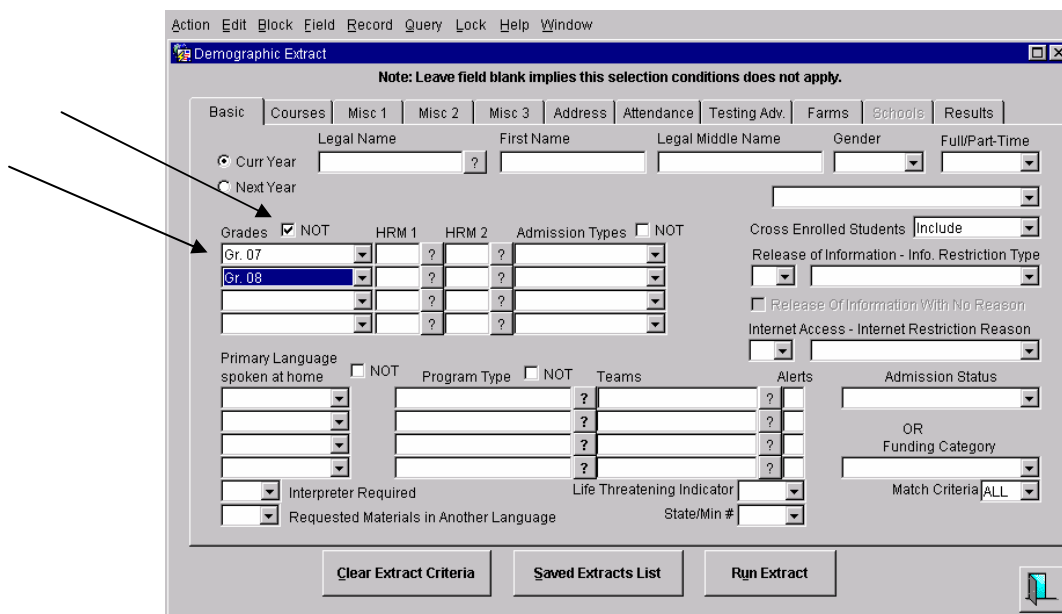
The Demographic Extract window will appear.

In the Demographic Extract, click the **Clear Extract Criteria** button to reset any previous queries.



The screenshot shows the 'Demographic Extract' window with various tabs and fields. The 'Clear Extract Criteria' button is highlighted with a red circle at the bottom center.

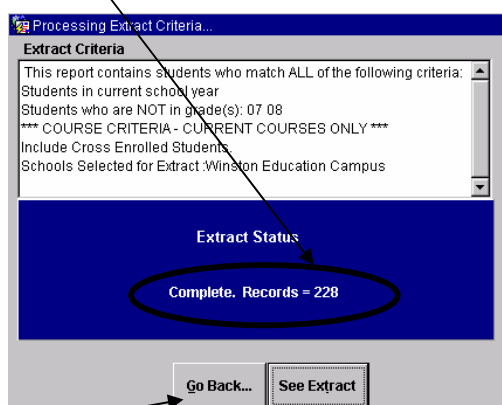
Check the **NOT** checkbox to disregard students in the middle grades during the query. Use the **Grades** dropdown menu to select all of the middle grade levels. By using the NOT checkbox and Grades selection, DC STARS will only use your lower grade levels for running report cards.



The screenshot shows the 'Demographic Extract' window with annotations. Two arrows point to the 'Grades' dropdown menu and the 'NOT' checkbox, indicating the steps to filter out middle grades.

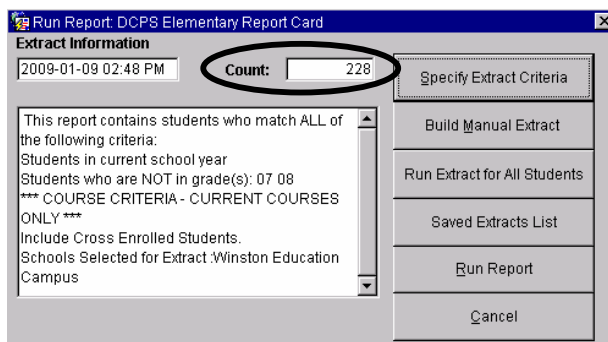
Select the **Run Extract** button.

The **Processing Extract Criteria** window will appear with a count of all of your elementary grade students.



Click the **Go Back** button to return to the Demographic Extract window, and click the door icon.

Notice the new count number is reflected in the Count field of the Run Report window.



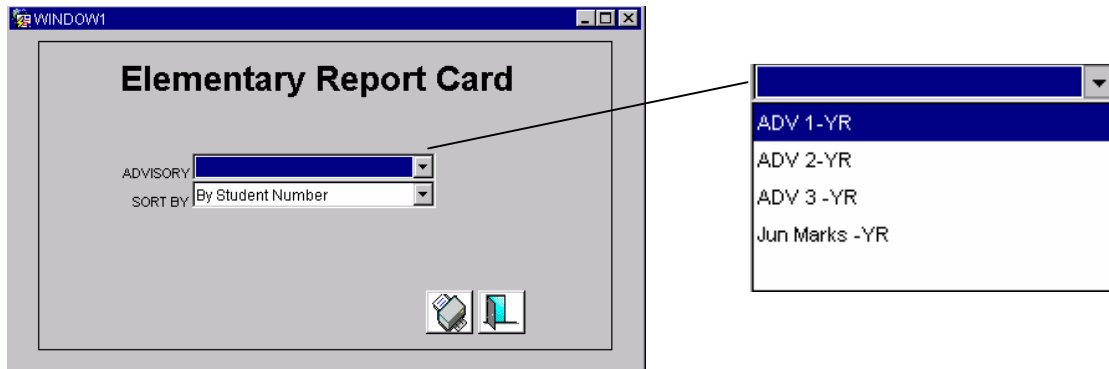
Click the **Run Report** button to begin the process of creating Elementary Report Cards for the specified students.




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**Electronic Elementary Report Card  
PILOT  
Point of Contact  
Mark Entry Guide**

For Elementary and EC: In the Elementary Report Card window, click the drop down menu for and select the appropriate Advisory.



Click the Printer icon  to print the report cards for all students.



# STARS

Student Tracking and Reporting System

## Electronic Elementary Report Card PILOT Point of Contact Mark Entry Guide

### Sample report card printed from DC STARS

#### DISTRICT OF COLUMBIA PUBLIC SCHOOLS 3RD GRADE REPORT CARD SY 2008

Student Name: Alarcon, Julian  
Student ID#: 9210441



School: Winston Education Campus  
Teacher: Aymar, Palmyra

#### REPORTING KEY

##### For Overall Progress in Subject Area

- 4 = **Exceeds the Standard (Advanced)**: Student takes initiative to exceed the standard; consistently produces excellent work, applying skills/concepts correctly; shows creativity and insight.  
3 = **Meets the Standard (Proficient)**: Student produces work that meets the standard; frequently produces work of high quality; applies skills/concepts correctly.  
2 = **Approaches the Standard (Basic)**: Student shows a basic working knowledge of skills/concepts; produces satisfactory work; usually applies skills/concepts correctly.  
1 = **Does not Meet the Standard (Below Basic)**: Student does not show basic working knowledge of skills/concepts; seldom produces work of satisfactory quality.

##### For Skills/Expectations Within Subject Area

S = Secure

D = Developing

B = Beginning

N = Not Introduced

**A Note to Parents/Guardians:** Please keep in mind that many of the standards are just being introduced during the early advisory periods. Students may not reach proficiency or exceed proficiency on those standards until later in the school year.

	Advisory	1st	2nd	3rd	4th
<b>READING/ENGLISH LANGUAGE ARTS (OVERALL)</b>	4				
<b>Language Development</b>					
Identifies the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less) and knows how they change the meaning of root words (e.g., happy/unhappy, tell/retell).	S				
Identifies roots of words.	D				
Recognizes that some words and phrases have both a literal and non-literal meaning.	N				
Uses context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.	B				
<b>Beginning Reading</b>					
Applies knowledge of common spelling patterns to read words in decodable text.	S				
Reads aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.	B				
<b>Informational Text</b>					
Identifies the purpose or main point and supporting details in text.	S				
Identifies the facts given in a text.	D				
Identifies and uses knowledge of common textual features to make predictions about content.	B				
Uses information from text and text features to determine the sequence of activities needed to carry out a procedure.	N				
<b>Literary Text</b>					
Forms questions about a text and locate facts/details to answer those questions.	S				
Identifies the elements of stories (problem, solution, character, and setting) and analyzes how major events lead from problem to solution.	N				
<b>Writing</b>					
Writes up information on a topic of choice (e.g., an animal, a fish) that includes: clear focus, ideas in sensible order, and sufficient supporting detail.	D				
Writes a friendly letter complete with date, salutation, body, closing, and signature.	B				
<b>English Language Conventions</b>					
Demonstrates understanding of and uses complete declarative, interrogative, imperative, and exclamatory sentences correctly in writing and speaking.	D				
<b>MATHEMATICS (OVERALL)</b>	4				
<b>Number Sense and Operations</b>					
Exhibits an understanding of the base 10 number system by reading, modeling, and writing whole	S				
<b>Patterns, Relations, and Algebra</b>					
numbers to at least 10,000; demonstrates an understanding of the values of the digits.					
Uses multiplication and division fact families to understand the inverse relationship of these two operations and to compare and check results (e.g., because $3 \times 8 = 24$ , we know that $24 \div 3 = 8$ ).	N				
Uses concrete objects and visual models to add and subtract common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.	D				
Knows multiplication facts through $10 \times 10$ and related division facts (e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$ ). Use these facts to solve related problems (e.g., $3 \times 5$ is related to $3 \times 5$ ).	D				
<b>Geometry</b>					
Compares and analyzes attributes and other features (e.g., number and shape of sides, faces, corners, right angles) of two-dimensional geometric shapes, especially the attributes of triangles.	D				
<b>Measurement</b>					
Estimates and finds area and perimeter of a rectangle and triangle using diagrams, models and grids or by measuring.	B				
Carries out simple unit conversions within a system of measurement such as hours to minutes and cents to dollars (e.g., 1 hour = 60 minutes).	B				
<b>Data Analysis, Statistics, and Probability</b>					
Classifies outcomes as certain, likely, unlikely, or impossible.	N				
Records possible outcomes for a simple event using concrete objects (e.g., tossing a coin).	N				
<b>SCIENCE (OVERALL)</b>	3				
Constructs relevant questions and conducts careful investigations while using appropriate tools.	D				
Observes, demonstrates, and discusses how science and technology impact each other.	B				
Describes and demonstrates that objects in the sky move in regular and predictable patterns.	N				
Describes and demonstrates that energy takes many forms and has many sources.	N				
Demonstrates and explains that plants and animals can be classified according to the physical characteristics that they share.	B				
Compares and recognizes that plants and animals have predictable life cycles.	D				
Explains that humans have a variety of	S				